



CHARLES B DUBOSE MIDDLE

1005 DuBose School Road
Summerville, South

Grades	6-8 Middle School	
Enrollment	970 Students	
Principal	Kenny Farrell	843-875-7012
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

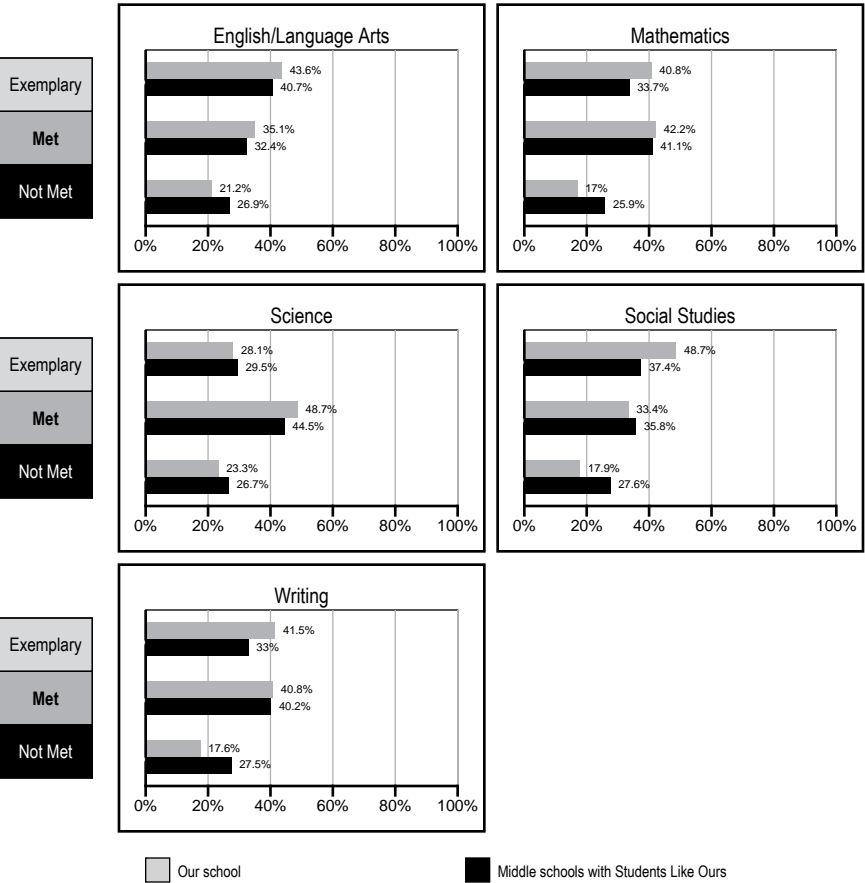
95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	21	16	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.4%
English 1	91.9%	93.4%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	16.7%	18.3%
US History and the Constitution	N/A	N/A
All Subjects	92.4%	96.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=970)				
Students enrolled in high school credit courses (grades 7 & 8)	42.8%	Down from 49.0%	31.0%	24.5%
Retention rate	1.2%	Down from 1.8%	0.7%	0.7%
Attendance rate	94.2%	Down from 95.7%	96.2%	95.9%
Served by gifted and talented program	16.3%	Up from 13.6%	21.2%	17.8%
With disabilities other than speech	6.2%	Down from 9.1%	8.8%	9.2%
Older than usual for grade	2.4%	Down from 2.6%	1.1%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Up from 2.3%	0.4%	0.4%
Annual dropout rate	0.3%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	42.9%	Down from 49.1%	61.1%	60.0%
Continuing contract teachers	67.9%	Down from 70.9%	83.3%	82.6%
Teachers returning from previous year	83.2%	Up from 80.9%	87.2%	85.6%
Teacher attendance rate	95.4%	Up from 93.7%	95.5%	95.3%
Average teacher salary*	\$43,257	Down 3.5%	\$46,555	\$46,300
Professional development days/teacher	10.8 days	Down from 11.6 days	10.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Down from 24.5 to 1	23.1 to 1	21.5 to 1
Prime instructional time	88.5%	Up from 88.0%	90.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.9%	99.3%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,184	Down 5.9%	\$7,252	\$7,634
Percent of expenditures for instruction**	60.6%	Up from 58.8%	64.5%	64.0%
Percent of expenditures for teacher salaries**	59.8%	Up from 56.2%	61.6%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

DuBose Middle School is located in the northern most part of the district in the Knightsville area. The mission of DuBose Middle School is to provide a safe environment where all students can learn at their highest level. Our vision is to provide each of our students with the skills necessary to become productive citizens through the provision of a nurturing environment with rigorous and relevant learning; and to provide an environment where staff, parents and community work together to provide challenges and opportunities for each student to reach their full potential. DuBose received an improved absolute rating of Good on the 2010 school report card. We received the Palmetto Silver and Closing the Achievement Gap Awards for 2011. DMS continues to work towards the SC Performance Goals. The student body demonstrated their academic success during the Low Country Quest Competitions, Quiz Bowl, spelling bees, and other academic competitions throughout the year. We had 43 seventh graders qualify to participate in Duke University TIP. Our chorus and band students received Excellent and Superior ratings in statewide competitions. Our steel drum band is the only one of its kind in the district and was in heavy demand to perform at local events throughout the 2010-2011 school year.

DMS continues to try to close the achievement gaps in all academic areas. An analysis of our 2010 PASS, Benchmark and MAP (Measures of Academic Progress) data shows that our students are progressing. The Scholastic Read 180 program is used in all grades to address the needs of struggling readers. We provide computer-assisted instruction with the use of SMART Boards, wireless laptops and computer labs. At DMS, we use the Compass Learning Program, Assisted Math Lab and Insiders Courtyard tutoring to assist students in their abilities to achieve and accelerate at their own pace. PASS, MAP and Benchmark data are used to specifically identify areas of students' strengths and deficiencies. We continued to communicate with parents by utilizing the Parent Portal web-based tool in PowerSchool. This tool allows parents to access students' grades, attendance, discipline and other student related information. ParentLink Telephone Message System, and Weekly Classroom and Homework Agendas are still being used to keep parents informed and involved in their students' learning. The school website and parent focus meetings are used to address the challenges of home-to-school relations. Teacher professional development continues to focus on best instructional practices, such as differentiated instruction and explicit direct instruction, Target Teach, and the development of ENI formatted lesson plans to help address the varied needs of our students. Implementation of technology initiatives, such as use of Senteo Clickers and SMART Boards as instructional tools, was a continued focus of our staff development this school year.

The DMS faculty, staff and students continue to show their P.R.I.D.E. every day.

Kenneth Farrell, Principal

Susie Walters, S.I.C. Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	272	142
Percent satisfied with learning environment	83.1%	75.6%	84.3%
Percent satisfied with social and physical environment	90.0%	78.7%	77.7%
Percent satisfied with school-home relations	78.0%	84.0%	68.8%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	968	99.9	21	35	43.9	85.9	88.8	82.4	Yes	Yes
Gender										
Male	496	99.8	25.9	32.8	41.3	82	86	78.7	N/A	N/A
Female	472	100	16.1	37.3	46.7	90	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	658	99.9	17.4	31.2	51.4	88.1	92.7	88.9	Yes	Yes
African American	229	100	31.3	43.6	25.1	80.1	81.5	72.9	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	51	100	29.8	42.6	27.7	80.9	88	79.3	Yes	Yes
American Indian/Alaskan	18	100	16.7	44.4	38.9	83.3	90.9	83	I/S	I/S
Disability Status										
Disabled	98	100	67.4	16.9	15.7	47.2	58.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	41.2	47.1	11.8	70.6	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	420	99.8	29.4	38.6	32	81.1	82.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	968	99.8	16.8	42.1	41.1	89.4	90.3	81.9	Yes	Yes
Gender										
Male	496	99.8	18.5	43.5	38	88.3	88.6	79.9	N/A	N/A
Female	472	99.8	15	40.7	44.3	90.6	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	658	99.7	13.4	40.1	46.5	92.6	94.6	88.9	Yes	Yes
African American	229	100	28	47.4	24.6	80.1	81.8	71.4	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	96.5	94.6	I/S	I/S
Hispanic	51	100	17	44.7	38.3	85.1	90.2	81.1	Yes	Yes
American Indian/Alaskan	18	100	11.1	50	38.9	94.4	95.5	84.4	I/S	I/S
Disability Status										
Disabled	98	100	56.2	34.8	9	53.9	61.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	29.4	41.2	29.4	76.5	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	420	99.8	23.3	48.1	28.6	83.9	84.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	644	99.8	23	48.5	28.5	77	77.2	68.6
Gender								
Male	333	100	25.9	42.4	31.7	74.1	76.2	68.3
Female	311	99.7	20	54.9	25.1	80	78.3	68.9
Racial/Ethnic Group								
White	442	99.8	18.2	47.2	34.5	81.8	86.2	80.7
African American	146	100	35.8	50.7	13.4	64.2	60.8	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	39	100	38.9	41.7	19.4	61.1	71.8	61.6
American Indian/Alaskan	12	100	8.3	75	16.7	91.7	83.6	70.8
Disability Status								
Disabled	71	100	63.6	22.7	13.6	36.4	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	35.7	59.2	60.7
Socio-Economic Status								
Subsidized meals	274	100	34.8	47.3	18	65.2	65.5	57.3

Social Studies								
All Students	646	99.9	17.9	33.3	48.8	82.1	81.4	72.5
Gender								
Male	332	99.7	17.5	29.8	52.8	82.5	81.2	72
Female	314	100	18.3	36.9	44.7	81.7	81.6	73.1
Racial/Ethnic Group								
White	444	99.8	15.1	31.2	53.7	84.9	86.9	81
African American	150	100	26.1	38.4	35.5	73.9	70.6	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	31	100	26.7	36.7	36.7	73.3	78.6	69.6
American Indian/Alaskan	11	100	9.1	36.4	54.5	90.9	91.5	73.5
Disability Status								
Disabled	60	100	59.3	22.2	18.5	40.7	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69.1	69.7
Socio-Economic Status								
Subsidized meals	273	99.6	24	38.2	37.8	76	71.6	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	305	99.7	17.6	40.8	41.5	82.4	82.3	73.2	94.2	95.8
Gender										
Male	145	99.3	24.1	41.4	34.6	75.9	77.2	67.2	94.3	95.7
Female	160	100	11.9	40.4	47.7	88.1	87.4	79.4	94.2	95.8
Racial/Ethnic Group										
White	189	100	13.3	40.3	46.4	86.7	89.2	81.5	93.7	95.5
African American	85	98.8	26.3	43.4	30.3	73.7	71.1	61.3	95.5	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.8	87	96.1	96.8
Hispanic	16	100	21.4	50	28.6	78.6	78.8	66.7	94.6	95.7
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	87.5	72.2	94.9	94.9
Disability Status										
Disabled	28	100	72	16	12	28	34.9	26	92.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.9	96.1
Socio-Economic Status										
Subsidized meals	129	100	25.4	42.4	32.2	74.6	71.5	63.2	93.7	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	308	99.7	17.4	33	49.7	82.6
	7	301	100	28.4	37	34.6	71.6
	8	297	100	29.1	35.8	35.1	70.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	342	99.7	17.6	36.5	45.9	82.4
	7	321	100	23.2	35.9	40.9	76.8
	8	305	100	22.8	32.4	44.8	77.2
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	308	100	18.8	40.6	40.6	81.3
	7	301	100	27	39.4	33.6	73
	8	297	100	36.2	44	19.9	63.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	342	99.7	14.9	38	47.1	85.1
	7	321	99.7	17.8	37	45.1	82.2
	8	305	100	17.8	52.3	29.9	82.2
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	156	99.4	25.3	54.1	20.5	74.7
	7	301	100	22.5	55	22.5	77.5
	8	146	100	19.1	45.4	35.5	80.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	172	100	26.7	58.8	14.5	73.3
	7	321	99.7	22.8	49.3	27.9	77.2
	8	151	100	19.1	34.8	46.1	80.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	152	100	16.9	50	33.1	83.1
	7	300	100	26	35.1	38.9	74
	8	151	100	19.9	36.9	43.3	80.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	99.4	15.8	46.7	37.6	84.2
	7	321	100	18.7	25.8	55.5	81.3
	8	154	100	18.6	33.6	47.9	81.4
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	307	99.7	17	46.2	36.8	83
	7	302	99.3	21.2	49.3	29.5	78.8
	8	298	99.7	15	43.9	41.1	85
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	305	99.7	17.6	40.8	41.5	82.4

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